DOCUMENT RESUME

ED 300 192 RC 016 811

AUTHOR Phillips, Douglas A.; Sipe, Rebecca Bowers
TITLE Alaskan Sketches: A Six Part Series for High School Students. Instructional Design and Teaching Guide.
INSTITUTION Alaska State Dept. of Education, Juneau.
PUB DATE 87
NOTE 27p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Alaska Natives; *Biographies; High Schools; Lesson Plans; *Role Models; Self Evaluation (Individuals); Student Writing Models; *Success; Teaching Guides; Values Clarification; *Values Education; *Writing Instruction
IDENTIFIERS *Alaska; Life Planning

ABSTRACT

This teachers' guide provides lesson plans and support materials to accompany a high school instructional television series on successful Alaskans. The six video programs in the series are each 15 minutes long and present the special skills, talents, and strategies used by successful Alaskans to meet the challenges in their lives. The subjects are a female artist, a female student leader who moved from her rural Native village to the University of Anchorage, a male businessman with diverse life experiences, a female newspaper editor, a male Eskimo teacher involved in the Alaska Native Claims Settlement Act, and a male commercial fisherman. Series goals are (1) assisting students to develop strategies for their own success; (2) developing the basic skills of conducting research, writing, speaking, listening, and making decisions; and (3) encouraging students to reflect upon their own lives and futures. During the course, students conduct interviews with people they consider successful and write biographies to be compiled into a class publication. The appendix includes student worksheets to be used during biography production, a description of brainstorming, a discussion of cognitive mapping as a more creative planning tool than traditional topic outlines, 4 references on cognitive mapping, and bibliographies of 27 books and 11 videos about Alaskans. (SV)

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Alaskan Sketches

A Six Part Series for High School Students

Teaching Guide

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Alaskan Sketches

A Six Part Series for High School Students

Instructional Design and Teaching Guide

Douglas A. Phillips, Rebecca Bowers Sipe
The Learning Trends Institute

for

Isenson Associates

Comissioned and Distributed by
Alaska Department of Education
P.O. Box F • Juneau, Alaska 99811

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Cover Photos

Kathleen McCoy
Helen Andon
Paul Ongtoogiuk
Rie Munoz
Ted Gerkin
Jim Phillips

Alaskan Sketches

This series of programs presents six Alaskans who have attained varying types of success during their lives in Alaska. Through this series of six programs, students will see these Alaskans in work and social situations. Challenges which these people have faced, along with their special talents for resolving those challenges, are presented.

Each video program is fifteen minutes long and is accompanied by the lesson plans included in this teacher's guide. The series is intended not only to show the lives of selected Alaskans but also to assist students in developing strategies for their own success. In the teacher's guide emphasis is placed on the development of the basic skills of research, writing, speaking, listening, and decision making. Teaching strategies from the Alaska State Writing Project are integrated into the learning activities. Students are encouraged, through the learning activities, to reflect upon their own lives and their future.

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to the Teacher:

Notes on Using This Series

This is the Teacher's Guide designed to accompany the Alaskan Sketches instructional television series. The series and support materials present various ways of helping your students to become successful in their adult life by offering a look at other Alaskans who are considered to be successful by a variety of societal and cultural standards.

This teacher's guide is designed not only to have students reflect upon the skills of the personalities presented but also to have students develop their own skills in writing, speaking, listening, decision making, and goal setting. Skill development in these areas is integrated and systematically woven into the learning activities contained in this guide. Used in its entirety, along with the video programs, this guide provides a sequential approach to skill building designed to improve student performance in the targeted areas.

The series and support activities can be used for a very short unit of 6 to 10 days or, more appropriately, as a unit of four or more weeks. The series and support materials in this guide could serve as the foundation for a full semester course. The longer time frame will allow for better use of the teaching strategies outlined in this guide.

Using This Teacher's Guide

This guide has been designed to be concise and convenient for your use. Each video program is accompanied by two pages of support information and learning activities. The sections for each program and their purposes are:

PROGRAM OVERVIEW
Provides the teacher with a brief sketch of the person presented in the program.

LESSON OBJECTIVES
Lists the major objectives for the program and the follow-up learning activities.

BEFORE THE PROGRAM
Provides relevant questions and activities that "set the stage" for the television program. This section often initiates classroom activities which will be followed-up after the program.

AFTER THE PROGRAM
Provides follow-up questions to debrief important information from the program and teaching strategies which extend the student's understanding.

STRATEGIES FOR SUCCESS
Provides learning activities which help students to examine their own lives and apply knowledge gained from the programs. Focuses upon skills which help people to become successful.

BUILDING BIOGRAPHIES
Provides learning activities which sequentially develop oral and written communication skills culminating in a finished written product.

ENRICHMENT
Provides optional teaching ideas which will extend concepts introduced in the program. Some of the activities may not be possible in all communities across Alaska and should be modified to utilize local resources.

Rie Munoz
(Artist)

PROGRAM OVERVIEW:

Capturing people and moments on sketchpads is Rie Munoz, successful Alaskan artist. Through interviews with Rie and discussions with both personal and business acquaintances, the viewer is shown Rie's creativity, self-sufficiency, frugality, friendliness, respect for others, and enterprising nature. All are characteristics which make Rie the respected, successful person that she has come to be.

LESSON OBJECTIVES:

In this lesson the student will:

1. Review the primary characteristics which have made Rie Munoz a successful Alaskan artist and business person.
2. Identify characteristics of successful persons.
3. Analyze students' own abilities and strengths as well as areas that they believe should be developed.
4. Develop questioning strategies that can be used to gather information.

BEFORE THE PROGRAM:

1. Discuss the definition of the term "success". Create a list of characteristics typified by successful people in your town or state.
2. Discuss the fact that there are many definitions of success and that success is measured differently from one culture to the next.
3. Brainstorm with the students a list of Alaskans (both local and statewide persons) whom they would consider to be successful. Discuss one or two reasons why each person could be considered successful. (Identification of characteristics)
4. Introduce the program. While viewing the program, have students look for characteristics possessed by Rie Munoz which have helped make her successful.

AFTER THE PROGRAM:

1. Discuss and list the characteristics possessed by Rie Munoz which have made her a successful person.
2. Discuss the term biography. What does it mean? What information might one find out from a biography? Generate a list of information which would be useful in writing a biography. Record this information for use in completing the "Building Biographies" section.

STRATEGIES FOR SUCCESS:

1. Using the list of characteristics of success developed before the program, have students select several descriptors which they believe are representative of themselves.

2. Have students select two of the characteristics from the list which they would like to develop within themselves.

3. Have students develop a plan for expanding and/or developing these characteristics. Encourage students to talk to parents, teachers, friends, etc. for assistance in developing their plan of action.

4. Have students begin a journal to document the implementation of their plan.

BUILDING BIOGRAPHIES:

1. Have students work in small groups of four or five. Each group should generate a list of questions appropriate for an interview. Questions should encourage more than a yes or no answer. Questions should be recorded for all to see.

2. Have students post and share their group lists with the class. Assist students in identifying questions which appear on several lists. Add to the lists extra questions suggested by students.

3. Have students work in pairs using the questions to interview each other. Allow about ten minutes for each student to conduct an interview of their partner.

4. On the basis of the interviews, have students introduce their partner to the class or prepare a newspaper article about the person.

5. Discuss the question list to determine which questions were effective/ineffective and why. Revise the lists accordingly.

NOTE: For smaller classes (under 12 students), conduct #1 and 2 as a whole-class activity using the following format:

a) Have class generate a list of questions appropriate for an interview. Questions should encourage more than a yes or no answer. Record questions for future reference.

b) Have students discuss the questions generated to gain information about which questions may provide the most/best quality information. Additional questions may be added at this time.

c) Continue with #3-5.

ENRICHMENT:

1. Using the list of questions developed in "Building Biographies", have students interview a local artist or craftsman.

2 Visit local places which display and/or sell works of art or crafts. (ie. galleries, shops, homes, etc.)

3. Arrange an audio conference with an Alaskan artist and use student questions to guide the interview with this person.

4. Rie Munoz began her career as a political cartoonist. Have students design their own political cartoons or sketches of Alaskana for display in the classroom.

Helen Andon

(Student)

PROGRAM OVERVIEW:

Helen Andon is a dynamic Alaskan Native from Tanana who is shown attending the University of Alaska in Anchorage. Her high level of energy, motivation, and determination have helped her to rise to leadership among UAA students. As a risk taker she has used her experiences to meet the challenges she has faced.

LESSON OBJECTIVES:

In this lesson the student will:

1. Describe how urban and rural life in Alaska differ.

2. Describe the challenges of moving from one lifestyle to another. (rural/urban, one culture to another)

3. Recognize the importance of reading for obtaining information.

BEFORE THE PROGRAM:

1. Have students brainstorm information about life in an Alaskan village and information about life in an urban area. They may include family structure, housing, food, entertainment, lifestyle, activities, size, etc. Contrast the two lists.

2. Have students discuss the difficulty of moving alone from a rural to a urban life or from an urban to a rural life. How might a person react to such a change of circumstances? What things might be new or frightening?

3. Have students discuss how reading can transport one out of a familar environment and enable them to experience new and different places. Ask students to share similar reading experiences which they have had.

AFTER THE PROGRAM

1. Discuss the characteristics possessed by Helen which have contributed to her success? How did her love of reading contribute?

2. Discuss what problems or situations made Helen's decisions and actions more difficult for her?

3. Describe and discuss Helen's feelings when she first moved to the city. What skills did Helen need to develop to succeed in her new surroundings?

4. Identify Helen's life goals and discuss how she is preparing to meet those goals.

STRATEGIES FOR SUCCESS:

1. Have students think about and list their life goals in the journal which was started in program one.

2. Have students interview one or more college graduates (preferably not only classroom teachers if other college graduates are available). Have students ask the graduate(s) to describe how their education has helped them to advance in their career and the difficulties they encountered in obtaining their degree.

3. Education is a key to the success of many individuals. Have students research and write a description of the education which they believe is appropriate for a career in which they are interested.

BUILDING BIOGRAPHIES:

1. Have students review the list of interview questions generated in the first program before viewing this video. Students should attempt to answer as many of the questions about Helen as possible while viewing the video.

2. In class review and compare the information gathered from the video by individual students. Which questions were answered? Which questions provided the most detailed, complete information? Was pertinent information included in the film for which no question was available?

3. Revise interview questions.

4. Invite a guest into the class. Allow students to conduct a group interview using the questions previously developed. At the conclusion of the questioning period, have students meet in small groups to compare the information gathered. Students should consult with the guest to resolve conflicts in information.

5. Have each group write a biographical sketch of the guest. Share with the total group.

ENRICHMENT:

1. Invite a school counselor or representative from a higher education institution to visit the class in person or by audio conference to discuss the advantages and difficulties of attending college.

2. Have students write to colleges/universities/vocational schools to obtain information about programs. Display the materials in the classroom in an "Education Fair".

3. Invite a guest speaker to visit the class and discuss the difficulties in moving from an urban to rural or rural to urban lifestyle or from one cultural community to another.

4. Conduct an audio conference between rural and urban students. Have students compare their lifestyles with that of students in other parts of the state.

Ted Gerkin

(Businessman)

PROGRAM OVERVIEW:

Encounters with bears, starting a business, and book writing are some of the challenges that Ted Gerkin has recently experienced. Ted is a risk taker who has faced many adventures during his years in Alaska. In business, government, and family, Ted has had many experiences which have enhanced his creativity and flexibility in addressing and creating new opportunities in life.

LESSON OBJECTIVES:

In this lesson the student will:

1. Recognize how diversified experiences can help a person to become successful and self-fulfilled.
2. Develop strategies for facing adversity and stress and for creating new opportunities.

BEFORE THE PROGRAM:

1. Have students discuss the current assumption that most people will work in a number of different jobs in their lifetime. How can one be prepared to successfully do so? List the kinds of skills that encourage success in a multitude of areas.
2. Have students make individual lists of jobs that they feel they would enjoy. (refer to the form in the appendix)

   For each job listed, cite skills necessary to be successful in the field.

   What type of training would be required to be prepared for each type of job?

AFTER THE PROGRAM:

1. Have students discuss Ted's views on education. How did those views influence his personal success? What are Ted and Mary's life goals? How have they worked together to overcome adversity and challenges?
2. Have students examine the list of jobs generated before the program. Students should decide on one job that appears interesting. Have students find out more about that job by doing both primary and secondary research.

   PRIMARY RESEARCH Talk with a person who has a similar job to find out:

   a. what type of education is most important;
   b. which skills are important to develop;
   c. what the job opportunities are;
   d. what type of salary can be expected;
   e. what type of growth potential is possible.

   SECONDARY RESEARCH Go to the library or career resource area and read about the job. Find out as much information as possible.

NOTE: research may be conducted by audio conference, telephone, or interlibrary loan is needed.

3. Prepare a class presentation on the chosen job. Presentation may be written or oral.

STRATEGIES FOR SUCCESS:

1. Have students list in their journal personal difficulties they have faced and ways in which they have resolved or dealt with those difficulties.

2. Discuss how people change their behavior and the reasons for changing.

3. Have students select one behavior of their own which they would like to change. Have them explain, in their journal or another appropriate manner, why they want to change the behavior. Have the students explain and/or report their successes, failures, and difficulties encountered after a week has passed.

BUILDING BIOGRAPHIES:

1. Have students make individual lists of people whom they feel are successful. These individuals should be persons the student admires.

2. Have students meet in groups of four to share their lists and discuss why they feel each person suggested is successful.

3. Have students select one person from their list whom they would like to research. If the person is not a family member, it may be helpful to review appropriate ways to set up an interview.

4. Have students establish an interview time with their subject. Students should use the questions prepared in the previous two lessons to assist with the interview though additional questions may also be asked. Students should be encouraged to make an audio recording of their interview for future reference.

ENRICHMENT:

1. Discuss with students the definition and primary characteristics of an audiobiography.

2. Have students develop a table of contents and outline for their imagined autobiography.

3. Have students read and orally report on autobiographies or biographies of other Alaskans. Describe challenges encountered by the subject and how they resolved problems that they encountered.

4. Have students write to a person who has a job in which they are interested. Have them request information on the benefits and difficulties that the career provides.

Kathleen McCoy

(Editor)

PROGRAM OVERVIEW:

Kathleen McCoy is an energetic editor for the Anchorage Daily News. She is responsible for the "We Alaskans" section of the Sunday newspaper. The program shows the demanding profession she is in and how she has moved up the career ladder. Special attention is given to her professional writing and the challenges she has faced.

LESSON OBJECTIVES:

In this lesson the student will:

1. Recognize the power of a "can do" attitude.
2. Understand the importance of speaking, listening, and writing effectively.
3. Discuss the importance of media in influencing opinion and providing information.

BEFORE THE PROGRAM:

1. Have students discuss the question, "What is news?" Assist them in understanding that "news" means different things to different people.
2. Discuss the characteristics which contribute to making a good (successful) reporter.
3. Have students bring a newspaper to class. Discuss the various sections found in the newspaper (ie. Sports, local news, world news, editorial, etc.) Have students cut out example articles from each of the sections. These should be held for future reference.

AFTER THE PROGRAM:

1. Discuss the ways in which personality, education, and personal philosophy have contributed to make Kathleen a successful reporter.
2. Discuss the differences in the roles of an editor and that of a writer.
3. Have students discuss what Kathleen meant by the comment: "If you think you have arrived, it's probably all over."
4. Have students select one of the newspaper articles which they previously cut out. Using these articles as models, have students write articles about their school.

   Share articles in small groups.

   Compile the articles into a class news magazine.

STRATEGIES FOR SUCCESS:

1. Have students write in their journal about a person they know who has a positive "can do" attitude. Have them describe how this attitude has helped to make that person successful.

2. In small groups have students develop lists of characteristics that make effective speakers, listeners, and writers.

3. Discuss the term propaganda and the different forms that propaganda take. Using advertisements, have students describe the ways in which the advertisements attempt to influence their opinion.

BUILDING BIOGRAPHIES:

1. Have students discuss Kathleen's interview techniques. How were they successful? Why?

2. Discuss why it is important to have a genuine interest in the person about whom one is writing. How would the final product be altered if the interviewer is not interested in the subject?

3. Have students conduct an interview with a local person whom they consider successful. In the interview the student should attempt to discover what the person feels contributed most importantly to his/her success.

ENRICHMENT:

1. If possible, visit a local newspaper to observe first hand how a newspaper is produced or have students view programs from the Instructional Television Series "Understanding the Media: Newspaper".

2. Invite a reporter or newspaper "stringer" (a part time or free lance reporter) to visit the classroom to find out how (s)he does his/her job.

3. In small groups have students list ways, other than career, in which a person can attain success. (ie. sports, as a friend, as a volunteer, as a role model, etc.)

Paul Ongtooguk
(Teacher)

PROGRAM OVERVIEW:

Paul Ongtooguk's life is an expression of his Eskimo heritage and his chosen career of teaching. Paul is today respected throughout Alaska for his knowledge and teaching about the Alaska Native Claims Settlement Act (ANCSA). The road to his success was not easy, and this program traces Paul's roots through racial discrimination, frequent moves, and growing up without his mother.

LESSON OBJECTIVES:

In this lesson the student will:

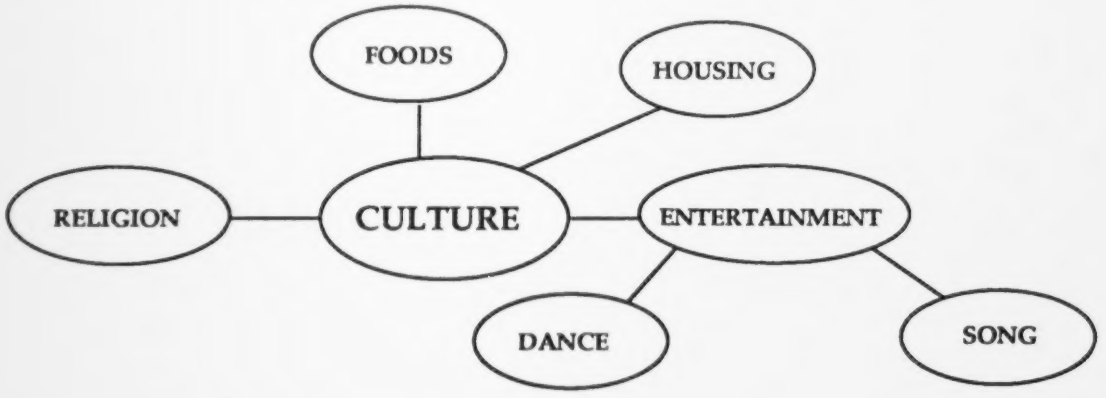
1. Define culture and recognize the role that culture has in shaping our values and ways of seeing things.

2. Identify important challenges that students have today and determine ways of resolving or dealing with those issues.

BEFORE THE PROGRAM:

1. Discuss with the students, using a semantic map (below), definitions of the term culture.

   For example, write the term on the chalkboard. Have students suggest other words or terms which they feel are related to or subsumed in the term "culture."



2. Briefly review/introduce the Alaska Native Claims Settlement Act. Share/discuss why is this important legislation for all Alaskans?

   What are the important provisions of the ANCSA?

3. Discuss the benefit of travel in enlarging ones horizons.

AFTER THE PROGRAM:

1. Discuss the role of Paul's commitment to preserving the Inupiat culture to his success as a teacher.
2. As an educator Paul strives to help others understand the ANCSA. Discuss how he does this.

STRATEGIES FOR SUCCESS:

1. Have students write a letter to a friend or relative describing difficulties and challenges that they have faced. Have them explain how they dealt with the challenge.

2. Have students discuss a problem which they have helped a friend work through. Request that students use fictitious names.

BUILDING BIOGRAPHIES:

1. Have students meet in pairs to discuss their early impressions about the person they interviewed.

2. Organize the data gathered in the interview in preparation for writing. Use the "map" (in the Appendix) to produce a picture outline about the subject. Students should include information about the person's background, accomplishments/successes, attitudes that have contributed to success, and philosophy of life.

3. Prepare a rough draft of the biography.

   Read the draft in writing groups of three to four students. Students should comment on areas which sound particularly strong, areas where more information would be helpful, and areas where the author's meaning is unclear.

4. If possible have the subject of the interview listen to the rough draft. Students should correct any "faulty" pieces of information.

ENRICHMENT:

1. Invite a member of one or more of the Native associations or an elder to visit the class and discuss Native cultures, both how and why it should be preserved as well as why it is important to all Alaskans.

2. Have students select and read a biography featuring a Native American.

3. Have students describe the culture that has been dominant in their life. Discuss how these cultures shape values and the ways in which people perceive things.

4. Have students describe how sex roles vary in different cultures of which they are aware.

5. Have students describe how modern communication, transportation and other forms of technology have changed Alaska's cultures.

Jimmy Phillips
(Fisherman)

Program Overview:

Fishing is the life that Jimmy Phillips has chosen for himself. He is a young man from Pelican who has used his life experiences to help him be a successful skipper. Raised in a fishing family, Jimmy has developed his skills since childhood. The program shows how he has applied these skills to succeed in the competitive fishing world.

Lesson Objectives:

In this lesson the student will:

1. Understand how life experiences can be used to attain success.
2. Identify difficulties of competing in the business world.

Before the Program:

1. The five previous programs present persons who used formal education as an important tool for gaining success. Have students brainstorm non-school experiences which help individuals to succeed in life.
2. Have students take out a piece of paper and divide it with a line into two columns. Introduce the program and during the program have students record the experiences that have made Jimmy Phillips a successful fisherman in the left column. In the right column have them list the challenges facing Jimmy and others in the fishing business.
3. Discuss the term "success" as it relates to a vocational career. How would one measure success as a fisherman?
4. Discuss the special skills which one would need to develop to become successful as a commercial fisherman.
5. Discuss ways in which a person can be successful in their lives outside their career.

AFTER THE PROGRAM:

1. Have students share the experiences listed in the left column. Record the student information on the chalkboard or on large sheets of paper.
2. Have students share the challenges facing persons in the fishing industry as listed on the right column. Have the class discuss why a person would want to enter the competitive world of fishing.
3. Have students write a summary of how a person can attain success by using their life experiences.
4. Discuss the skills that a commercial fisherman may have to develop to cope with increased competition/danger and other risks.

STRATEGIES FOR SUCCESS:

1. Have students list experiences which they have had that may help them in the future. Have them describe the types of careers, hobbies, or other activities that these experiences could lead to.

2. Have students identify their chosen career. Have them develop a plan or timeline that lists the experiences and education needed for them to achieve their chosen career.

BUILDING BIOGRAPHIES:

1. Have students, after reviewing the rough draft written in the last program, begin to revise their drafts and include desired changes.

2. Set up a conference with each student to review the work in progress. At this time students can discuss particular problems they may be having with their writing and teachers can make specific suggestions for revision.

3. Have students share their final drafts in writing groups. Groups should critique the biographies using the "Group Response" sheet. (see appendix)

4. Compile biographies into a class publication. The publication need not be elaborate. The fact that the book is published is the most important consideration. A copy of the book should be placed in the school and local library for check out. If possible, each interview subject should receive a copy of the book.

5. Invite community members, persons interviewed, parents, and members of the press into the classroom for a book reading and signing. It should be stressed that each of the members of the class is now a published author.

ENRICHMENT:

1. Have a member of the state Fish and Game visit the class or talk to the class in an audio conference about fishing as a career/sport in Alaska.

2. Have students project themselves twenty years from today. In their journals, have students reflect bac on their life and career describing successes, failures, challenges and opportunities which they have encountered.

3. Have students watch the series "Sea School: Alaska Fisheries".

APPENDIX

Brainstorming

Identified as both a prewriting and prelearning technique, the process of brainstorming is an attempt to assist student in going beyond that which is already known and understood, opening the mind to new, fresh, and even creative possibilities. Students should be encouraged to volunteer any solution or idea which pops into his/her mind with the assurance that all alternatives will be accepted and will be examined later. At that time decisions will be made regarding which alternatives to keep and which to eliminate. Brainstorming is an activity which taps the right brain and therefore assists in integrating learning.

Process

1. Clearly identify the problem/concern to be explored (i.e., environmental and resource issues).

2. List all possible issues, solutions, etc., volunteered by students.

3. Discuss issues, solutions, etc., focusing on positive and negative aspects of each. Narrow list to include only those issues, solutions, etc. considered most important.

JOBS

JOB TITLES	SKILLS NEEDED
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

STUDENT RESPONSE SHEET

STUDENT NAME _____

TITLE OF WORK _____

RESPONSE GROUP MEMBERS _____

1. Which parts of the writing were particularly strong.

2. Were any parts of the work unclear? Which parts?

3. Where would you like the author to provide more information?

4. Which parts of the writing did you like the best? Why?

Mapping

Recognized as a planning tool, mapping is a technique which combines both verbal and visual abilities. While it enhances the flow of ideas and promotes divergent thinking, it simultaneously assists the student in organizing and planning. Cognitive mapping is valuable as a study tool, an orqanizer, and a generator of new ideas. Linear outlining is a left brain activity which requires that the student have a piece of writinq totally preconceived prior to outlining, however mapping is a more creative process that encourages additional ideas as the organizational format progresses.

The format of a traditional topic outline is difficult to master. Students are confronted with Roman numerals, secondary division designated by capital letter, subdivisions with Arabic numerals, and further subdivisions in small letters. Specification can become even more minute, adding to the complexity of form and style. Outlining may take weeks to master; mapping can become a useful tool after a single class period. Further, while the traditional outline fails to show the student relationships between items, a map assists in students viewinq a task as a whole. Maps are used effectively by young students, college students, and professional authors. An excellent resource for information about mapping is Mapping the Writing Journey by Marilyn Hanf Buckley and Owen Boyle.

Additional Resources:

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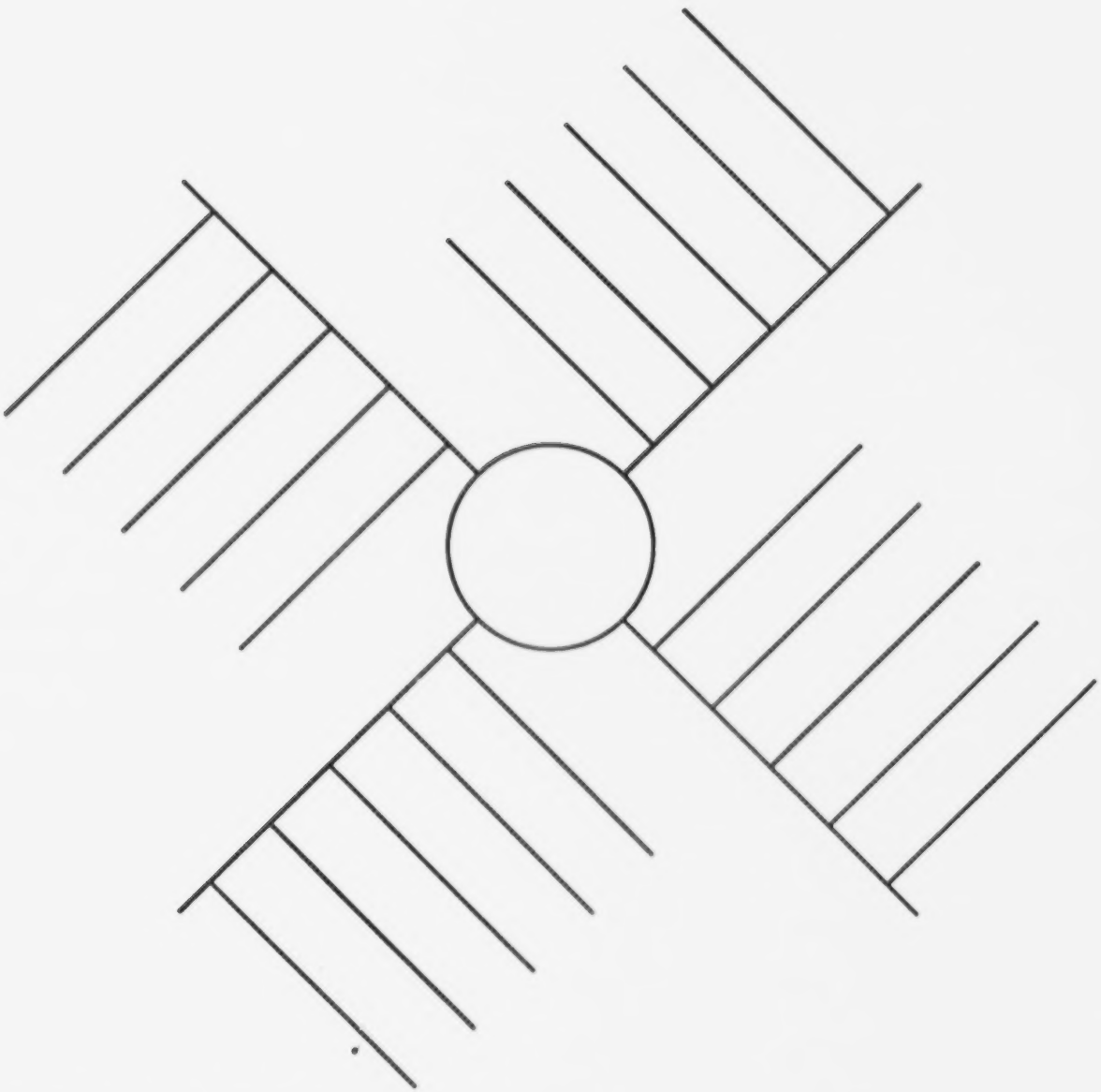
Mapping



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Bibliography of Video Biographies on Alaskans

TEACHERS NOTE:

The following video programs are available from the Alaska State Film Library. Other films and tapes may be available from sources within your community. The number provided for the programs listed in this section is the number for ordering the video program from the Alaska State Film Library. Please specify VHS, BETA, or 3/4-inch videotape format when ordering.

"Alaska Passage", 82804, interviews with Alaskans.

"Profiles of Alaskans", biographies of Alaskans produced by the Alaska Department of Education:

1. Tommy Ongtooguk, 85813
2. Robert Newlin, 85814
3. Della Keats, 85815
4. William Moorehead, 85816
5. Linda Danner, 85817
6. Ray Peck, 85818
7. Thelma Sanders, 85819
8. Catherine Attla, 85820
9. Emmit Peters, 85821

"Rie Munoz," 84958